

PSYC 330
Clinical Psychology Laboratory
Winter 2023

Instructor:

Dr. Christopher Bowie
Email: bowiec@queensu.ca
Office hours: Virtual, to be determined

Teaching Assistant:

Julia Moreau, MSc, Clinical Psychology PhD Student
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Accommodations:

Tara Karasewich
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Required Readings

There is no textbook for this class.

The instructor and teaching assistant will upload the readings for each week to OnQ.

Course Description

This laboratory will provide students with an in-depth understanding of theory, skills, and practice of clinical psychology. Topics will include clinical psychology as a profession and science; ethical and professional issues; multicultural competency; and basic clinical skills in interviewing, assessment, and treatment.

Course Format

The morning class will focus mostly on lecture and demonstration, as well as a review and discussion of assigned readings.

The afternoon class will be a practical laboratory based class where students practice skills related to interviewing, assessment, and therapeutic procedures.

Learning Objectives

Objective 1. Students will integrate clinical psychology within allied professions, recognizing overlapping and independent features.

Objective 2. Students will be able to demonstrate basic skills in interviewing people in a clinical context.

Objective 3. Students will be able to recognize proper psychological assessment techniques and critique how errors in assessment can influence interpretation and formulation.

Objective 4. Students will be able to debate critical topics in the field.

Objective 5. Students will be able to perform introductory skills in diagnostic and clinical case conceptualization.

Assessment of Competency

1. Participation and readings (40%)

A. Class discussion

Students will be encouraged to participate in lab classes with comments that integrate material across the lectures, readings, and experiential activities during lab classes. (20%)

B. Written Discussion Questions

Each week (except weeks 1 and 12), students will submit two questions based on the assigned readings from that week. These questions should demonstrate thoughtful engagement with the material. These will be due by Monday at 10am so that students have adequately considered the readings to be prepared for the lectures and labs and so that the Instructor and TA can integrate students' thoughts into the lecture and lab materials. (20%)

See rubric below for grading of participation:

Grading Rubric, Participation

	Missing	Developing	Accomplished
Class discussion	Does not participate in class discussion (0 points)	Infrequently makes comments; Comments are responsive but do not stir further discussion (1 point)	Makes comments regularly; Comments reflect a good understanding of the topic and often generate further discussion (2 points)
Written Discussion Questions	Does not submit (0 points)	Questions reframe general topics covered in the paper but would not distinctly advance knowledge (1 point)	Questions reflect a deeper understanding of the topic and propose thoughts that are likely to be novel. (2 points)

2. Reflection Papers (20%)

Students will submit two reflection papers on a weekly topic of their choice. Papers of high quality will integrate all aspects of the week – readings, lecture, and lab. They will also consider broader aspects such as how the material is relevant to the future of clinical psychology, how clinical psychology is perceived by the public, or how ethical/professional challenges might arise. Finally, students should indicate how their perspective after learning the material changed their consideration of the topic prior to that week.

The papers can be from any week, but will be two different weeks (e.g., material from week 2 for one paper, material for week for the second paper). Papers will be 2 double spaced pages maximum, 12 point font, normal margins. Papers are worth 10 points each. The first reflection paper is due at week 6, second reflection is due at any point in the semester.

3. Written Assignment (20%)

Students will be presented with a clinical case later in the term. They will be required to address components related to assessment, diagnosis, therapy, the 5-part model, cultural competency, and ethical issues.

The paper will be no more than 1500 words, due before 5 April 2023. The grading rubric will be provided with the case.

4. Ethical Issue Assignment (10%)

Students will be presented with examples of clinical situations and will have to identify potential ethical violations. This assignment will be released following the Week 3 Lab. The deadline for submission of this assignment is Wednesday, February 1st, at 11:59pm). The grading rubric will be provided with the assignment.

5. Cognitive Assessment Assignment (10%)

For this assignment, students will administer and complete several examples of cognitive assessment tasks. These tasks will be completed both in person during lab and lecture (pencil-and-paper administration) and remotely on students' own devices (digital/remote administration).

Grading Method:

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Accommodations for Disabilities.

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Statement on Academic Integrity

Please note the University's policy on Academic Integrity:

<https://www.queensu.ca/artsci/students-at-queens/academic-integrity>

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity.

Queen's students, faculty, administrators, and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org). These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of

ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <https://www.queensu.ca/academic-calendar/arts-science/academic-regulations>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Academic Consideration for Students with Extenuating Circumstances.

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Coordinator Name: Tara Karasewich

Email: psyc.accom@queensu.ca

Class Schedule:

Note: The following schedule is subject to change.

Date	Topic	Readings & Assignments
<u>Week 1</u>	Clinical Psychology as a Profession	<p><i>Readings:</i></p> <ol style="list-style-type: none">1. Chivers, M. L., Bowie, C., Buchanan, S., Clifford, T., Goodman, J., Kilik, L., Logan, M., Pukall, C., Seto, M. C. (2019). Clinical psychological science. In M. E. Norris (Ed.), <i>The Canadian Handbook for Careers in Psychological Science</i>. Kingston, ON: eCampus Ontario.2. Carey, T. A., & Pilgrim, D. (2010). Diagnosis and formulation: What should we tell the students?. <i>Clinical Psychology & Psychotherapy</i>, 17(6), 447-454.3. Adhémar, J. (2020). Diagnosing and Treating Mental Illness Across Cultures: Systemic Racism in Clinical Psychology. <i>SFU Undergraduate Journal of Psychology</i>, 7, 38-48.
<u>Week 2</u>	Clinical Psychology as a Science	<p><i>Readings:</i></p> <ol style="list-style-type: none">1. McFall, R. M. (1991). Manifesto for a science of clinical psychology. <i>The Clinical Psychologist</i>, 44(6), 75-88.2. Buchanan, N. T., & Wiklund, L. O. (2020). Why Clinical Science Must Change or Die: Integrating Intersectionality and Social Justice. <i>Women and Therapy</i>, 43(3-4), 309-329.
<u>Week 3</u>	Ethics, Confidentiality, and Supervision	<p><i>Readings:</i></p> <ol style="list-style-type: none">1. CPA Code of Ethics2. Ten Steps to Ethical Decision-Making3. Pettifor, J., Sinclair, C., & Falender, C. A. (2014). Ethical supervision: Harmonizing rules and ideals in a globalizing world.

		<p>Training and Education in Professional Psychology, 8(4), 201–210.</p> <p>4. Falender, C. A., Shafranske, E. P., & Ofek, A. (2014). Competent clinical supervision: Emerging effective practices. <i>Counselling Psychology Quarterly</i>, 27(4), 393-408.</p>
<u>Week 4</u>	Multicultural Clinical Competency	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Clauss-Ehlers, C. S., Chiriboga, D. A., Hunter, S. J., Roysircar, G., & Tummala-Narra, P. (2019). APA Multicultural Guidelines executive summary: Ecological approach to context, identity, and intersectionality. <i>American Psychologist</i>, 74(2), 232. 2. Wilcox, M. M., Franks, D. N., Taylor, T. O., Monceaux, C. P., & Harris, K. (2020). Who’s multiculturally competent? Everybody and nobody: A multimethod examination. <i>The Counseling Psychologist</i>, 48(4), 466–497. 3. Fung, K., & Lo, T. (2017). An integrative clinical approach to culturally competent psychotherapy. <i>Journal of Contemporary Psychotherapy</i>, 47, 65-73. <p><i>Tables:</i></p> <ol style="list-style-type: none"> 4. Sue, D. W. (2019). Multicultural Counseling Competencies. 5. Sue, D. W. (2019) Examples of Microaggressions in Therapeutic Practice. <p><i>Activity Handouts (ungraded):</i></p> <ol style="list-style-type: none"> 6. Social Identity Wheel 7. Social Identity Reflection
<u>Week 5</u>	Basic Clinical Skills – Rapport, Rogerian Techniques	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Ackerman, S. J., & Hilsenroth, M. J. (2003). A review of therapist characteristics and

		<p>techniques positively impacting the therapeutic alliance. <i>Clinical Psychology Review</i>, 23(1), 1-33.</p> <p>2. To be assigned.</p>
<u>Week 6</u>	Interviewing – Structured, Unstructured	<p><i>Readings:</i></p> <p>1. To be assigned.</p>
<u>Week 7</u>	Multicultural Issues	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Geisinger, K. F., & McCormick, C. (2013). Testing and assessment in cross-cultural psychology. In J. R. Graham, J. A. Naglieri, & I. B. Weiner (Eds.), <i>Handbook of psychology: Assessment psychology</i> (pp. 114–139). John Wiley & Sons, Inc. 2. Lewis-Fernández, R., Aggarwal, N. K., & Kirmayer, L. J. (2020). The Cultural Formulation Interview: Progress to date and future directions. <i>Transcultural Psychiatry</i>, 57(4), 487-496. 3. Wendt, D. C., Gone, J. P., & Nagata, D. K. (2015). Potentially harmful therapy and multicultural counseling: Bridging two disciplinary discourses. <i>The Counseling Psychologist</i>, 43(3), 334–358.
<u>Week 8</u>	Assessment - Personality	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Youngstrom, E. A., Choukas-Bradley, S., Galhoun, C. D., & Jensen-Doss, A. (2015). Clinical guide to the evidence-based assessment approach to diagnosis and treatment. <i>Cognitive and Behavioral Practice</i>, 22, 20-35. 2. Butcher, J. N. (2010). Personality assessment from the nineteenth to the early twenty-first century: Past achievements and contemporary challenges. <i>Annual Review of Clinical Psychology</i>, 6, 1-20.

<u>Week 9</u>	Assessment - Cognition	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Fernández, A. L., & Abe, J. (2018). Bias in cross-cultural neuropsychological testing: problems and possible solutions. <i>Culture and Brain</i>, 6(1), 1-35. 2. To be assigned.
<u>Week 10</u>	CBT Model of Therapy	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. <i>Professional Psychology: Research and Practice</i>, 40(4), 354-360. 2. To be assigned.
<u>Week 11</u>	Third-Wave Therapies	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Kahl, K. G., Winter, L., & Schweiger, U. (2012). The third wave of cognitive behavioural therapies: what is new and what is effective?. <i>Current Opinion in Psychiatry</i>, 25(6), 522-528. 2. Hayes, S. C., & Hofmann, S. G. (2017). The third wave of cognitive behavioral therapy and the rise of process-based care. <i>World Psychiatry</i>, 16(3), 245. 3. Meichenbaum, D., & Lilienfeld, S. O. (2018). How to spot hype in the field of psychotherapy: A 19-item checklist. <i>Professional Psychology: Research and Practice</i>, 49(1), 22.
<u>Week 12</u>	Course Conclusion	